THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1896-7.

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF THE

PRESIDENT OF THE QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1896–97.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY:

I have the honour to submit, with my very humble duty, a Report on the condition of the Queen's College, Cork, for the Session of 1896–97.

The number of students attending the College during this period was 202 matriculated and 4 non-matriculated. The number of new students was 57. Of these 43 came from the Royal University of Ireland, 10 from other Colleges and Universities, 1 passed the College matriculation examination, and 3 were non-matriculated.

Two non-matriculated students of last year have become matriculated students this year.

At the examination for the Degree of M.A. in the Royal University, a special prize of £50 for highly distinguished answering in Mathematical Science was awarded to Mr. Stephen B. Kelleher, Senior Scholar in Mathematics and Mathematical Physics.

The teaching of Keltic.

The College Council, at one of its recent meetings, resolved to appoint, with the sanction of the Lord Lieutenant, a Lecturer in Keltic. That sanction has been obtained, and early next Session a Lecturer will doubtless be chosen. This will, I trust, lead to the establishment of a Chair for the scientific teaching of Keltic. It will, however, be impossible for the College to found one owing to want of funds.

A small attendance of students no reason for abolishing a Chair.

Chairs of Keltic and of Agriculture once existed in Cork. They were abolished because the students who attended lectures in these subjects were few in number. This reason will not weigh heavily with anyone who has given serious attention to University subjects, or who has followed the movement of the human mind even during the present century. Courses of lectures that have been attended by very few students have had the profoundest influence on thought. The famous lectures of Quatremère in the Collège de France were not heard by more than two or three people. Burnouf often addressed almost empty benches. Lepsius, at Berlin, had not a much larger audience, and an English friend has recently told me that when he attended the lectures of Bopp in that University he had only three fellow-students. Nevertheless it is to such men, and to their action on the minds of the few they taught, that we owe the science of Comparative Philology. Liebig, who, for practical purposes, made so great a change in chemistry, acquired his influence when he was teaching a very limited number of students in the small University of Giessen. Robert Bunsen and Kirchoff, who revealed to the world the complex constitution of the sun, were also Professors in small Universities; so was Clebsch, the mathematician, who did most of his work at Giessen. And things have not changed in this respect. A distinguished German Professor told me that last year only three students followed his lectures, and I know that during the same period in a very famous English seat of learning one of the greatest living mathematicians had only four young men to teach. The University of Rostock, which was founded in 1419, had, during a considerable period of time in this century, and up to a very recent date, less than a hundred students. In 1882, although it had been steadily going up in numbers for fifty years, only 176 students were on its books. Last year it had not a much greater number in its lecture-rooms than Queen's College, Cork, has sometimes been able to muster. Nevertheless Rostock is as truly a University as Munich or Leipzig with their 3,000 students each, or Berlin with its 5,000. It has the four great faculties. It imparts wide theoretical knowledge, meets the requirements of free teaching and free study, and at this moment a flood of light is being thrown from it by the teaching of Stieda, one of the most gifted of the disciples of Schmoller, on intricate questions bearing on the relations between labour and capital. No one would value his labour by the number of students who attend his lectures, or apply a similar test to the work of Konrad Maurer in Munich, or Theodore Möbius in Leipzig, explaining Norse literature and institutions; nor are the services of Zimmer to Comparative Philology and history thrown away because his lectures on the ancient Irish language are not largely followed by the students of Greifswald. These are some of the examples that occur to me illustrating the truth that the importance of University lectures are not to be measured by the size of the audience that listens to them. I cannot, however, forbear from giving one more, and it will be found, I think, not the least striking. In the autumn of 1815 a young Russian student from the Baltic Provinces arrived at Würzburg in order to attend the lectures of Döllinger, the celebrated scientist and the father of the famous theologian. That young student was the only pupil Döllinger had during that winter. He was, however, a young man of genius and destined to become one of the greatest men of science of the age. He was no other than Carl Ernest v. Baer, and he tells us himself that it was under the influence of Döllinger's teaching that he grasped ideas which ultimately led him on to discover the great Law of Evolution. These illustrations are sufficient to show the fatuity of endeavouring to measure educational work by contrasting the salary of a Professor with the number of his students. Familiarity with the elementary rules of arithmetic will not help us to find the value of a course of University lectures. To imagine it will, is a proof of complete incapacity to deal with University subjects, and reveals total ignorance of the essential conditions of scientific progress.

I trust, then, that those who desire that a Chair for the scientific study of Keltic should be set up in Cork will not allow themselves to be discouraged by the assertion that very few are likely to attend the lectures. Such a statement is not to the purpose.

The importance of Keltic.

The importance of Keltic from the point of view of Comparative Philology and of the history of early Institutions is very considerable. This has been abundantly shown by the writings of O'Curry and Stokes, by d'Arbois Jubainville in the Collège de France, by Windisch in Leipzig, Thurneysen in Freiburg, Zimmer in Greifswald. The value of the Chair would be much increased if it were endowed from private sources. Science owes much to individual enterprise and generosity, and if it should occur to any persons, who desire to advance learning, to found a Chair for the scientific teaching of Keltic in Cork, its obligation would be increased. It might be provided that the appointment to the Professorship should not be either directly or indirectly in the hands of the Ministry of the day. It is a distinct advantage in any seat of learning that all the Professors should not be appointed in the same manner. The establishment of a privately-endowed Chair of Keltic in Cork could hardly fail to have far-reaching consequences. It would certainly be a decisive move in the direction of conferring on Ireland the priceless gift of free and real University education.

Necessity for scientific instruction in Agriculture.

If the importance to Comparative Philology and scientific historical research of a Chair of Keltic cannot be denied, it is absolutely certain that scientific instruction in Agriculture is of vital moment to the pressing interests of the nation. Agriculture is the main industry of Ireland. It is possible, perhaps even probable, that the conditions of life will be modified in time to come by the discoveries of science, and small workshops be able to compete with large factories; but for the present Ireland cannot become on any great scale a manufacturing country, and the cultivation of the soil must remain the chief occupation of the people. No industry, however, can receive greater benefits from the teachings of science, and if Ireland is to be raised in the world her agricultural population must be educated up to the scientific level of people engaged in the same business in other countries. As a step in this direction, I have wished for a long time past that the Rosminian Fathers would establish an agricultural school near Cork, on the model of the "Ackerbau Schulen" in Germany, in which the sons of farmers might acquire practical skill in agriculture, in the use of the best agricultural implements and machines, and such mental training and general education as would enable them, after they left school, to profit by a highly scientific University course.

The teaching of Agriculture within the scope of University education.

No one will, I presume, now contend that the teaching of agriculture is outside the scope of University education. Such an opinion might have been held without absurdity in the eighteenth century, when Diderot, in the scheme for a Russian University which he drew up for the Empress Catherine II., included agriculture among the subjects which should be taught. This proposal was partly suggested by the foundation of the Agriculture School at Königshorst in Brandenburg in the earlier years of the century by the father of Frederic the Great, and it was partly an outcome of the movement to promote agricultural interests which was advocated by economists and writers such as Quesnay, Voltaire, Duhamel, and Buffon, by great nobles like the Duc de Liancourt, by learned men like Daubenton, Lavoisier, and Parmentier, by statesmen like Turgot, and prelates like the distinguished ecclesiastic who afterwards became Cardinal de La Luzerne. This movement reached its highest expression in the *Code rural* of 1791, a law for which Heurtault de Lamerville was mainly responsible, and which was passed in haste during the last days of the Constituant Assembly, but, notwithstanding its sinister date, was wise and moderate. All the men of the eighteenth century, however, including Lavoisier, approached the consideration of agricultural subjects either as empirics or from the point of view of the relations of the cultivators of the soil to society and the State. The consequence was that it became difficult or impossible to contend that Chairs for Agriculture should be established in Universities any more than for other callings in which a number of citizens might be engaged. The instruction given in more or less elementary principles of husbandry in agricultural schools might fairly be deemed sufficient.

The writings of Liebig and Schleiden.

This was the state of things when Liebig published in 1840 "Die Chemie in ihrer Anwendung auf Agricultur und Physiologie," one of those books which permanently alter the convictions of men. It was followed ten years afterwards by the hardly less remarkable work entitled "Die Physiologie der Pflanzen und Thiere und die Theorie der Pflanzenkultur," by Schleiden, then a Professor in the University of Jena. These works proved the absolute necessity of affording agriculturists facilities for obtaining the highest instruction in various sciences bearing on their calling, and special guidance in the methods of practically applying them to it. Traditional habits of work are not, however, easy to get over, especially in the agricultural world, and it was not till 1860, that, what I may call, a sub-faculty for agriculture was founded in the University of Halle. The necessary extent of ground was acquired, a special botanical garden laid out, an extensive zoological garden for domestic animals formed, a large farm at some distance from the town purchased, and a special Chair for scientific instruction in agriculture was founded. Very few, indeed, followed the lectures at first. In the year 1863 there were only three students; but in Germany no one would have thought of suggesting that the Chair should be abolished on that account. Time went on, the attendance grew larger. The example of Halle was followed by Leipzig, Giessen, Kiel, Königsberg, Gottingen, Breslau, and Jena, and the first mentioned University, at this moment one of the greatest in the world, has double as many of Chairs of Agriculture proper as Halle had students in that subject in 1863.

The application of science to industry.

The application of well-established principles of science to all the industrial callings of life is what has made Germany one of foremost nations of the earth, and the lessons of recent German history may with advantage be laid to heart by all of us. Science has restored the unity of the nation after a schism of three hundred years, and science is the life and soul of German commerce, which is increasing to an extent positively astounding. Science has enabled Germany to acquire almost the exclusive business in some great trades, for instance, in that of colour production. M. Berthelot, who was a short time since Minister of Foreign Affairs in France, and one of the most eminent men of science living, exhorted his countrymen eleven years ago to watch with care the progress of chemistry, called attention to the enormous sums of money that Germany was spending on her University laboratories, and pointed the moral by showing how France had lost the trade in colours by ignoring the results of chemical research, and how Germany had won it by scrutinizing them closely and applying them with intelligence to that business. Things have moved with incredible swiftness since 1886, and it seems, to me at least, plain that in the next century the nation which works in the most scientific spirit, and which has the highest mental training, must be victorious in the economic struggle. For this reason I desire to see a Chair established for scientific instruction in the main industry of Ireland. I suggest that it should be set up in Queen's College, Cork. The existence of the Dairy School in the neighbourhood, in the management of which, under most discouraging circumstances, Cork men have shown so much capacity and knowledge, would alone justify the selection, even if no other argument could be adduced in its favour. If I may be allowed to make a remark of a personal kind, I should like to say that I urge this proposal with particular earnestness, because in one of the very last conversations I had with Liebig, shortly before his death, he said that in his view agriculturists in no part of Europe would derive so much benefit from scientific training as the inhabitants of the Province of Munster in Ireland. This opinion I know he also expressed to others. It was the result of reflection on the conditions of the

Chemistry and the trade of colour production.

Cork a particularly suitable spot for agricultural teaching.

Opinion of Liebig.

climate and soil of the Province, and on the aptitude for science which is a striking characteristic of the best minds of the south of Ireland.

If a Chair of Agriculture be established in Cork it is most essential that it should be liberally endowed, and filled by a scientist with sufficient time at his disposal to follow the scientific movement of the world; not by an empiric laying claim to be a practical farmer or a pedagogue with a text-book preparing youths for examinations. Young men desiring to attend the lectures should have every facility afforded them to do so with profit, and this would involve a reconstruction of the Chemical Department of the College.

Insufficiency of the present chemical laboratory.

The present laboratory is not only much too small for the development of scientific work, it is insufficient for actual requirements. The accommodation for students is so limited that it is necessary to duplicate the ordinary lectures of practical chemistry, thereby entailing great increase of labour and loss of time. Moreover, this arrangement necessitates the assigning of a single compartment to two students working at different hours. In a properly-worked laboratory each student should have a compartment for himself with his own lock and key.

The accommodation generally is so defective that all the apparatus used at lectures, the organic chemicals, diagrams, minerals, quantitative analytical apparatus, and books have to be placed in the Professors' private room, which not only serves as a storeroom and a museum, but also does duty as a weighing-room. In every laboratory a preparation-room should be attached to the lecture-room.

It is not necessary to go into further detail as to the defects in what the French scientific men call the "outillage" of high scientific instruction. They are due principally to the altered conditions of scientific life and investigation since the foundation of the College. They cannot be remedied unless a completely new chemical department is constructed and provided with proper means for work.

Chemical laboratories and the progress of science.

There is no better way of observing the progress of science in the nineteenth century than by following the growth of chemical laboratories. The first one was established in 1825 by Liebig in the small University of Giessen. He had at that time only nine students attending his lectures. This example was followed by Bunsen in Marburg in 1840, by Wöhler in Göttingen in 1842, and by Erdmann in Leipzig in 1843. Breslau, Greifswald, Heidelberg, and Königsberg towards the middle of century took up the tale. Since 1825 laboratories have been established everywhere. There is a splendid chemical workshop in Geneva, and there are some very fine laboratories in France, Russia, England, and most of all in the United States, but no country has paid so much attention as Germany to their construction from the point of view of the advancement of science. No State in Germany has spared either labour or expense in this matter, or, indeed, has ever hesitated to supply any educational want, and within the last few years new buildings on the most perfect plan have been built in Freiburg, Tübingen, Giessen, Göttingen, Heidelberg, Kiel, Königsberg, Greifswald, Halle, Munich, Erlangen, Leipzig, and Jena. M. Berthelot, in his work, "Science et Philosophie," points out that in one year the Kingdom of Prussia alone spent over £300,000 in providing suitable buildings for chemical research, and Dr. Wichelhaus, in an excellent little pamphlet called "Wirthschaftliche Bedeutung Chemischer Arbeit," shows the enormous benefit this expenditure has been to German industry and trade. Germany exports now in very large quantities numerous articles of commerce which a few years ago she had to purchase from other countries. She used, for instance, to obtain her potash from Russia and America, soda from England, saltpetre and sugar also from beyond the sea, and colouring-stuffs from various countries of the south. A complete revolution has taken place in these trades, because the German chemists in their laboratories have discovered new methods for the treatment of these products so universally required. Wichelhaus calculates that in the sugar-trade alone the gain to Germany through her chemical work is about ten millions sterling a year (200 mill. m.)

Chemistry and trade.

A similar tale may be told of the influence of chemistry on other trades. Seventeen years ago Germany imported a large quantity of soda. At the present moment she not merely supplies soda for her own consumption, her export trade in this article is steadily increasing in volume. Her textile industry is also growing with astonishing rapidity, owing to the promptitude with which recent chemical discoveries have been applied to it. Chemical science also greatly altered the conditions of the distilling and brewing business. The German brewers, by attention to it, have derived enormous profits, and the German export trade in beer, particularly with the East, which did not exist at all a few years since, is now assuming astounding proportions. The establishment of scientifically constructed and scientifically worked chemical laboratories in Ireland, in which young men should be taught to investigate scientific problems and not merely drilled for examinations, could not fail to bring about results similar to those science has produced elsewhere. It would be difficult also to find a better position for such a laboratory from the point of view of effective influence than the city of Cork.

The Natural Philosophy Department.

The Observatory.

The state of things in the Natural Philosophy Department is quite as much behind the times as it is in the Chemical. The room in which the instruments are stored is the only one available for practical work, and it is much too small for the purpose. The head of this department has also charge of the Observatory, which was a gift of the late Mr. Crawford, and is an excellent one. There are, however, no funds to work it in a satisfactory manner. If an astronomer were appointed with proper assistance, this Observatory, situated as it is in south-western Ireland, might render substantial service to astronomical science.

There are other wants in the College connected with the Medical

Department that require to be met. The chief of these is the introduction of the electric light into the dissecting-chamber so as to enable students to work in the winter afternoons. The construction of a bone-room is also a pressing want. The necessity for these and other improvements cannot be contested, it has been dwelt upon by the visitors, and is indeed patent to all men. Nevertheless, action in regard to it has been, for one reason or another, continually postponed.

> Rusticus expectat dum defluat amnis ; at ille
> Labitur et labetur in omne volubilis ævum.

The inadequacy of the endowments of Cork College.

As things at present stand it is not possible for the College in Cork to render the service it might to the country and the world. Its actual endowments are not sufficient to work a single Faculty in a manner suited to the requirements of the age. The funds at its disposal are not greater now than when it began its career. They were inadequate at that time, and the whole conditions of education everywhere have completely altered since then.

Large sums spent by Germany on Universities.

There is hardly a University in Europe in which much more money is not placed at the disposal of the several Faculties than that which each of them had assigned to it even five-and-twenty years ago. Everyone knows the large sums Germany devotes to her educational system, and I have alluded to them already. I cannot, however, refrain from calling attention to what has been done in Strassburg.

The University of Strassburg.

This University was founded after the war of 1870. Following the example of Tübingen, it was divided into five Faculties. The exact sciences were separated from the Philosophical Faculty, and formed into an independent one. Every inducement was held out to men of the highest distinction to become regular Professors. It began work on the 6th of May, 1872, with 45 Professors and 212 students. Over fourteen millions of marks, or about £700,000, have been expended on buildings, and a new edifice for clinical instruction is being erected, estimated to cost £40,000. The working of the University costs rather more than £50,000 a year, exclusive of the sum allowed for the Library, which amounts to about £6,800 a year. The present staff comprises 134 teachers, and the number of undergraduates has just reached 997. I could give many other instances hardly less striking of the policy of Germany in educational matters.

The educational policy of Germany followed by France.

Since 1870 her example has been followed by almost every civilised country, and especially by France. The new Sorbonne in Paris for the scientific and literary Faculties is ten times as large as the noble edifice of Richelieu, and it is only a small part of what has been done in that great city. Still more remarkable is the change in the Provinces since the year of the war. The old University of Montpellier which, from the end of the twelfth century to the Revolution, was so famous for its medical school, has had its buildings newly erected on the most scientific plan. In Bordeaux, Caen, Clermont, Dijon, Rennes, Poitiers, and Lille splendid edifices have been recently built for high educational purposes. A magnificent palace has been built at Grenoble for the three Faculties of Literature, Science and Law, and in Lyons a perfect city has been constructed on the Quai Claude-Bernard for the reception of the four great Faculties. The number of Professorships also has increased enormously since 1870, and the salaries attached to chairs are very much larger than they were then. In Paris the number of Professors in the Faculty of Science has doubled, and in that of Letters it has quadrupled. In Lyons there were only five Professors in the Faculty of Letters in 1870; at the present moment there are five-and-twenty. The following table, which shows the sum spent on certain Faculties in Paris, Lyons, and Bordeaux, in 1870 and 1894, will give some idea of the educational work done in France during the twenty-five years after her great disasters :—

	1870. Francs.	1894. Francs.
Medical Faculty (Paris), ...	472,442	1,372,000
Faculty of Science, ,, ...	237,214	651,934
Faculty of Letters, ,, ...	174,006	498,775
Faculty of Science (Lyons), ...	54,564	225,066
Faculty of Letters, ,, ...	44,945	241,472
Faculty of Science (Bordeaux), . . .	47,654	160,841
Faculty of Letters, ,, ...	43,289	130,878

These striking figures might easily be supplemented by others showing a similar movement in Italy, Austria, and Russia. It is sad to contemplate them and reflect on the condition of things in Ireland. In the higher educational establishments in Europe accuracy and certainty of criticism are everywhere aimed at. Science is studied systematically, and subjects wide apart are not entrusted to a single individual. The state of things in Ireland generally is as different as it can be.

The duties imposed on Professors in Cork much too manifold.

Professors, exceedingly distinguished, are obliged to devote themselves to schoolmasters' work, and several of them teach a number of subjects which ought to be divided. In Cork there is, for instance, one Professor for Modern Languages. Persons very much less learned than Macaulay's schoolboy know that it must take a Professor his whole time to keep up with French and German literature for teaching purposes, not to speak of Italian or Russian. Everyone acquainted with the subject is well aware of the great services rendered to education by the Prince Consort. It was mainly owing to him that the study of the languages and literatures of modern Europe was introduced into the Universities of the Kingdom. What, I wonder, would that illustrious personage, who took such a particular and enlightened interest in Irish education, say, if he knew that the Professor of Modern Languages in the Queen's College, Cork, has also to fulfil the duties of Librarian!

The Professor of Modern Languages is not the only one responsible for subjects that ought to be separated. The distinguished Professor of English Literature, Professor Savage-Armstrong, has also to teach History.

In the Natural History department, the duties imposed upon the Professor are also far too manifold.

Professor Hartog, who is the teacher in this department, performs duties which, at Owen's College, Manchester, are discharged by four professors, by demonstrators, and assistant lecturers. Besides Zoology and Botany he has also to lecture on Geology!! It is, therefore, quite impossible for him, notwithstanding his extraordinary ability and zeal, to contribute to the advancement of learning to anything like the extent he is capable of doing.

Necessity for the creation of new Professorships and for redistribution of existing work.

The scientific and growing commercial importance of Russian.

If the Queen's College, Cork, is ever to be brought into line with the great intellectual centres of the world, new Professorships must be created and the existing work redistributed. The subjects of Zoology and Botany are so extensive and are growing so rapidly, that it is necessary they should be separated, and time should be given to the teachers for private study and for original work. There should be a special chair for Geology. A chair of Modern History is an absolute necessity in any educational establishment laying claim to culture. History should be separated from English Literature, and the former subject largely sub-divided, if students are to be introduced to the scientific method of dealing with historical subjects. There ought to be separate chairs for the great European languages and literatures, including Russian. The latter language is daily increasing in importance, and should be taught in every seat of learning. The publications of Vostokoff on the Slavonic languages, and of Tzvelayeff on the ancient tongues of Italy, are valuable contributions to Comparative Philology. A flood of light is being thrown on history by the labours of learned Russians, and men of science everywhere have to follow with attention the work of such men as Kovalevskij, Korotnev, and Nikolaj Petrovic Wagner. We must remember that Russian is the tongue of one of the greatest nations that the world has ever seen, and of a nation, moreover, whose career is before it. That language must also enormously increase in commercial value a few years hence, when the possession of a harbour on the open sea, not blocked by ice during any portion of the year, will enable Russia to realize the dream of Peter the Great, and appear in power upon the ocean.

In educational policy supply must precede demand.

It must always be remembered that, in educational policy supply must precede demand. It is impossible that a country should understand what culture is and what thoroughness in work means until it sees them. The German Universities have been all founded and worked by persons who never let this truth escape from their minds. That is the secret of their unparalleled success. In those institutions Germans have learnt to pursue knowledge for its own sake. Investigations in them are so colourless, so free from foregone conclusions, and from propositions that distort truth, that students realise the value of thoroughly scientific work, which they apply to all the requirements of their life. If Ireland is to be lifted from her present commercial, industrial, and political position, it must be by the influence of similar culture, and by the establishment of Universities which will not be Institutions giving prizes for efforts of memory, but will train young men in scientific modes of thought, which they can apply to every calling they may follow.

Cork a peculiarly suitable site for a University.

Long before I ever imagined that I should hold my present office, the city of Cork appeared to me peculiarly suitable for the site of a University. It is one of the most flourishing towns in Ireland, and it is not unlikely to rise in the future to a considerable commercial position. It is situated in a province remarkable for the intelligence of the people, and a University established there, on the confines of the old world, would be a link between the culture of Europe and the intellectual requirements of the English-speaking race on the other side of the Atlantic.

Students from the United States in the Universities of France and Germany.

Students from the United States frequent the Universities on the continent of Europe in large numbers. During the academical year which has just closed about fifteen hundred foreigners followed the University courses in France. A large proportion of them were Americans. It is, however, to the German Universities that the students of the United States make their way in large and steadily increasing numbers. These numbers have doubled within the last ten years, and more than quadrupled since I first entered a lecture hall in a German University in 1863. Last year several hundred students from the United States were regularly working in German Universities. It is true indeed that almost every young man of science at the present moment, even in France, desires to spend some time at one of the German Universities for the purpose of attending a particular course. Nevertheless, an American who for some reason may wish to study in Europe would find it an advantage in the initial stages of his work not to be hampered with the additional difficulties of language; and I cannot help thinking, and indeed I know, that some of those now in Germany would have been glad to have spent at least a portion of their student life in Ireland if they had found there similar advantages for study and research to those that may be obtained in the former country. There are in America other persons besides ordinary students who come to Europe for purposes of research. In very many educational institutions of the United States a Professor is entitled, after seven years' service, to a considerable leave of absence on full pay on condition that he spends the time at a European University. The immense majority of those men of course make for one of the German seats of learning. A stray biologist may now and then settle in France to study with Giard, go to Liege or Ghent to follow the lectures of Van Beneden or Van Bambeke, or may even find his way to Kiew in Russia, or to Pavia in Italy, to observe the work of Nikolaj Bobreckij or Camillo Golgi. As a matter of fact, however, the attractions of the German Universities for a man interested in any science are so great that similarly called institutions in other lands cannot compete. Still some American scholars might be induced to spend a portion at least of their time in Ireland. I heard only the other day of one of them, a young Professor of high promise, who came recently to

American Professors in European Universities.

Europe with the intention of prosecuting his studies in the ancient language of Ireland. He went, of course, to Leipzig and Griefswald, to follow the lectures of Windisch and Zimmer, but he would have been glad to have remained in Ireland if he had not observed the total absence of scientific method. This unfortunately must continue to be the case as long as the entire energies and all the resources of almost every educational institution in the country are devoted exclusively to preparing students for examinations. The present educational system of Ireland is not only not directed to the advancement of learning and science, it is not even calculated to spread an accurate knowledge of the actual state of things in the scientific world. Its object is to train the whole youth of the country to answer questions out of text-books, and its result must be disastrous to the mind of the nation.

Multiplication of Universities in Ireland.

Evils of centralisation.

Some persons think the multiplication of Universities in Ireland ought to be stoutly resisted. I venture to hold a directly opposite view. In my opinion it would be a great advantage if three or four Universities, liberally endowed and properly organized, were established in different parts of the country. But these Institutions should be real Universities, and so constituted as to command the services and devotion of the best Irish scientists and scholars. Such Universities would put an end to the present exaggerated examination system, which hinders solid intellectual work and is the necessary outcome of centralisation. I remember speaking one evening to M. Guizot about higher education in France, and he deplored the centralised system introduced in the days of the Consular Government, and insisted with much point and power on the evil effect it had on the French mind. I have heard similar expressions from Barthélemy Saint-Hilaire, Fustel de Coulanges, and other distinguished Frenchmen; and Dr. Döllinger has shown how, by fostering conventional opinions and superficial views, it led to the disasters of France. It seemed, however, too firmly established to alter. Nevertheless it has been largely reformed under the third Republic by the labours of Du Mesnil, Albert Dumond, Lavisse, and Liard. In Germany there are twenty Universities of various sizes. In Spain, the most backward country on the Continent, except Portugal and Turkey, there are ten. In Italy there are seventeen, largely endowed by the State, and all doing good work. Three of these had last year a less number of students on their books than Queen's College, Cork.

Number of Universities in Germany, Spain and Italy.

The position and salaries of Irish Professors should be greatly improved.

Any real statesmanlike settlement of the Irish University question must involve placing the Professors in a very different position from that they now occupy. In Germany there is no calling which has greater prizes than that of a Professor in a University. The professional income of Victor Meyer, the well-known Professor at Heidelberg, who has just died, was as great as the salary of Prince Hohenlohe, the Chancellor of the Empire. The salaries of those engaged in University education in Ireland in the future should be calculated on a very different scale from that hitherto adopted. It is high time that the Irish people should have some larger acquaintance with Government other than in its performance of duties connected with the preservation of order. Dr. George Sigerson tells us, in his remarkable book entitled "Modern Ireland," of the honours and high social position enjoyed, and influence exercised, by those who devoted their lives to the acquisition and diffusion of knowledge at an earlier period in the history of this island. The establishment of adequately endowed Universities, in which Professors would be properly remunerated, would bring back a similar state of things. The best minds of the country would be drawn to the pursuit of science; a new, useful, and highly honourable career would be opened to the youth of this country; and Ireland would no longer suffer to the same extent as she does now from the absenteeism of her men of genius. She might even fairly hope that, as in former days, eminent persons would come to her from other lands to learn and to teach. "Durch Entwicklung der geistigen Kraft soll man das physische Übel besiegen," was the doctrine of Kant. His disciples in Germany, holding and acting on this doctrine steadily through the century, have reunited the mind of their nation, and raised her to a great position of commercial, industrial, and political power. Its application to Ireland could not fail to have analogous results.

Conclusion.

Hitherto, when some Irish question has pressed for solution, and when it suited the exigencies of some English politician or party to deal with it, the method adopted was to sacrifice one Irish interest to another. The Quarter Sessions Act of 1816, which placed the tenant completely at the mercy of the landlord, and facilitated evictions, the Incumbered Estates Act, the method in which the ecclesiastical settlement was dealt with, the waste of the Church surplus, and agrarian legislation since 1870, are different but telling instances in point. This could not well be otherwise, seeing that almost invariably the consideration of Irish questions was approached, not so much from the point of view of the solution which would most benefit Ireland, as to win the assistance of some section of the Irish people for obtaining or holding office. Such a system, despised even by those who for the moment were supposed to profit by it, was not calculated to foster that spirit of respect for Government so necessary for the use and enjoyment of liberty. The satisfaction with which the great majority of all sections of the Irish people received the recent announcement that in dealing with an important Irish question care would be taken to reconcile conflicting or different interests, will, I trust, encourage those who will have to legislate on Irish University Education to elevate their vision. It cannot be too often repeated that the business of a University is not merely to teach, still less to give certificates for knowledge. Its mission is to advance learning, to foster a scientific spirit, and to guide national life. Money spent in such work promotes the material prosperity of the commonwealth by extending the influence of science in the operations of industry and commerce. This is strikingly illustrated in German history, and in the conquests and developments of German trade. If these truths are steadily kept in view and courageously followed the solution of the Irish University problem will not be found difficult. Whatever new Institution may be created, no existing one should be destroyed. As far as the Queen's College in Cork is concerned, I earnestly trust that it will be transformed into a free National University. I am absolutely certain that, in the highest interests of Your Majesty's Government, such a consummation is most devoutly to be wished. I thoroughly realize the truth of the remark of Count Joseph de Maistre, "On rampe à la science, on n'y vole pas." I am equally certain that the present staff of Professors, with necessary additions to its number, with the assistance of adequate endowment and consequent efficient organisation, and under the influence of the bracing air of freedom, would raise in a very short time a University in Cork to the level of those great Universities that are the lights of the world.

I have the honour, with humble duty, to be
Your Majesty's most faithful servant,
ROWLAND BLENNERHASSETT (BART.),
President, Queen's College, Cork.

September 5, 1897.

APPENDIX.

A.—STATISTICAL TABLES.

Appendix A.
Statistical Tables.

I.—Table showing the Number of Students who Entered the College in the Session 1896–97, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students.

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	8	-	8
" Law,	5	-	5
" Medicine,	40	2	42
School of Engineering,	5	1	6
Total,	58	3	61
Deduct entering in two Faculties,	2	-	2
Net Total,	*56	3	59

* Of these, two had been Non-Matriculated Students last year.

II.—Table showing the Number of Matriculated and Non-Matriculated Students on the College Books for the Session 1896–97, classified according to Faculties.

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	30	1	31
" Law,	9	-	9
" Medicine,	162	2	164
School of Engineering,	13	1	14
Gross Total,	214	4	218
Deduct number of Students attending Lectures in two Faculties,	12	-	12
True Total,	202	4	206

Appendix A.

Statistical Tables.

III.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS ON THE COLLEGE BOOKS FOR THE SESSION 1896–97, CLASSIFIED ACCORDING TO ACADEMIC STANDING.

Number of Students of the	Matriculated Students.	Non-Matriculated Students	Total.
First Year,	58	2	60
Second ,,	38	–	38
Third ,,	49	–	49
Fourth ,,	63	2	65
Gross Total,	208	4	212
Deduct number of Students attending Lectures of different years,	6	–	6
True Total,	202	4	206

IV.—TABLE SHOWING THE ACADEMIC STANDING ACCORDING TO FACULTIES OF THE MATRICULATED STUDENTS ON THE COLLEGE BOOKS IN THE SESSION 1896–97.

	First Year.	Second Year.	Third Year.	Fourth Year.	Total.
Faculty of Arts,	4	11	10	5	30
,, Law,	6	2	1	–	9
,, Medicine,	45	22	37	58	162
School of Engineering,	5	5	3	–	13
Gross Total,	60	40	51	63	214
Deduct Number attending Lectures in two Faculties,	2	2	2	–	12
True Total,	58	38	49	63	202

V.—TABLE GIVING THE PER-CENTAGE OF STUDENTS FROM THE PROVINCE OF MUNSTER AND FROM OTHER PLACES; THE PER-CENTAGE OF MUNSTER STUDENTS FROM THE COUNTY AND CITY OF CORK; AND THE PER-CENTAGE OF ALL THE STUDENTS FROM THE COUNTY AND CITY OF CORK.

Session.	Per-centage of Students from		Per-centage of Munster Students from		Per-centage of all Students from the County and City of Cork
	Province of Munster.	Other Localities.	County and City of Cork.	Other Counties of Munster.	
1874–75,	93·8	6·2	76·5	23·5	71·7
1875–76,	85·8	14·2	75·2	24·8	64·5
1876–77,	90·6	9·4	78·3	21·7	70·9
1877–78,	86·8	13·2	72·2	27·8	62·6
1878–79,	90·2	9·8	73·3	26·7	66·1
1879–80,	90·7	9·3	77·2	22·8	70·0
1880–81,	92·6	7·4	76·5	23·5	70·8
1881–82,	93·0	7·0	75·7	24·3	70·4
1882–83,	93·7	6·3	75·7	24·3	70·9
1883–84,	93·6	6·4	77·7	22·3	72·7
1884–85,	90·8	9·2	79·4	20·6	72·1
1885–86,	91·5	8·5	82·5	17·5	75·5
1886–87,	90·3	9·7	82·3	17·7	74·3
1887–88,	89·9	10·1	82·9	17·1	74·5
1888–89,	87·3	12·7	84·0	16·0	73·3
1889–90,	88·6	11·4	81·5	19·5	72·2
1890–91,	90·6	9·4	83·8	16·2	75·9
1891–92,	91·0	9·0	86·6	13·4	78·8
1892–93,	92·2	7·8	83·5	16·5	77·0
1893–94,	94·4	5·6	87·0	13·0	82·1
1894–95,	93·3	6·7	88·0	12·0	82·1
1895–96,	93·9	6·1	89·4	10·6	83·9
1896–97,	94·7	5·3	88·7	11·3	84·0

Appendix A

Statistical Tables.

VI.—AGES OF THE STUDENTS WHO ENTERED IN THE SESSION OF 1896–97; AND OF ALL STUDENTS ON THE BOOKS OF THE COLLEGE.

Age.	Number of New Students.	Per-centage.	Number of Students on the College Books.	Per-centage.
Under 16, . . .	–	0·0	–	0·0
16 to 17, ...	5	8·8	5	2·4
17 to 18, ...	12	21·0	13	6·3
18 to 19, ...	14	24·6	25	12·1
19 to 20, ...	9	15·8	24	11·7
10 to 21, ...	3	5·2	21	10·2
Over 21, ...	14	24·6	118	57·3
Total, . .	57		206	

VII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF THE MATRICULATED AND NON-MATRICULATED STUDENTS WHO ENTERED THE COLLEGE IN THE SESSION 1896–97.

Religious Denomination.	Number of Students.		
	Matriculated.	Non-Matriculated.	Total.
Roman Catholics, . .	34	1	35
Church of Ireland and England, . .	16	2	18
Presbyterians, ...	2	–	2
Wesleyans, ...	1	–	1
Other Denominations, .	1	–	1
Total, . . .	54	3	57

VIII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF ALL THE STUDENTS ON THE COLLEGE BOOKS, CLASSIFIED ACCORDING TO ACADEMIC STANDING.

Religious Denomination	Academic Standing of Matriculated Students.				Non-Matriculated Students.	Gross Total.	Net Total.
	First Year.	Second Year.	Third Year.	Fourth Year.			
Roman Catholics,	35	17	22	42	2	118	116
Church of Ireland and of England,	19	11	20	14	2	66	64
Presbyterians, .	2	3	4	3	–	12	11
Wesleyans, . .	1	4	2	3	–	10	10
Other Denominations,	1	3	1	1	–	6	5
Total, .	58	38	49	63	4	212	206

Appendix I.

Statistical Tables.

IX.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF ALL THE STUDENTS ON THE COLLEGE BOOKS, CLASSIFIED ACCORDING TO FACULTIES.

Faculty.	Roman Catholics.			Church of Ireland.			Presbyterians.			Wesleyans.			Others	Total.
	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Total	
Arts, ...	5	1	6	14	–	14	6	–	6	2	–	2	3	31
Law, ...	9	–	9	–	–	–	–	–	–	–	–	–	–	9
Medicine, ...	97	–	97	49	2	51	6	–	6	7	–	7	3	164
School of Engineering, .	6	1	7	4	–	4	1	–	1	1	–	1	1	14
Gross Total, . .	–	–	119	–	–	69	–	–	13	–	–	10	7	218
Deduct No. attending Lectures in two Faculties, ...	–	–	3	–	–	5	–	–	2	–	–	–	2	12
True Total, . .	–	–	116	–	–	64	–	–	11	–	–	10	5	206

X.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF THE SCHOLARS AND EXHIBITIONERS IN EACH FACULTY.

Faculty.	Catholics.		Church of Ireland.		Presbyterians.		Wesleyans.		Other Denominations.		Total.	
	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.
Arts, ...	2	–	11	–	3	–	3	–	2	–	21	–
Law, ...	5	1	–	–	–	–	–	–	–	–	5	1
Medicine, ...	4	5	1	1	1	1	1	–	–	–	7	7
School of Engineering,	3	–	–	–	–	–	–	–	–	–	3	–
Gross Total, .	14	6	12	1	4	1	4	–	2	–	36	8
Deduct of Scholarships and Exhibitions held by one Student, . .	–	–	1	–	–	–	1	–	–	–	2	–
True Total, . .	14	6	11	1	4	1	3	–	2	–	34	8

Appendix A
Statistical Tables.

XI.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS; THE NUMBER BELONGING TO EACH RELIGIOUS DENOMINATION; AND THE TOTAL NUMBER OF STUDENTS IN EACH SESSION FROM THE OPENING OF THE COLLEGE.

ACADEMIC SESSION.	Matriculated Students.	Non-Matriculated Students.	Total No. of Students.	Roman Catholics.	Established Church or Church of Ireland.	Presbyterians.	Wesleyans.	Other Denominations.	Total No. of Students.
1849-50, . .	70	45	115	62	43	2	7	1	115
1850-51, . .	118	38	156	86	55	3	10	2	156
1851-52, . .	117	32	149	81	57	2	7	2	149
1852-53, . .	109	21	130	68	46	3	7	6	130
1853-54, . .	115	25	140	80	46	2	10	2	140
1854-55, . .	122	22	144	73	60	2	8	1	144
1855-56, . .	149	13	162	83	67	3	6	3	162
1856-57, . .	139	25	164	72	70	6	11	5	164
1857-58, . .	125	32	157	71	69	6	7	4	157
1858-59, . .	125	24	149	69	64	4	6	6	149
1859-60, . .	144	27	171	85	68	5	8	5	171
1860-61, . .	173	30	203	98	93	2	8	2	203
1861-62, . .	211	18	229	98	111	7	7	6	229
1862-63, . .	219	20	239	96	121	8	11	3	239
1863-64, . .	241	19	260	121	106	12	12	9	260
1864-65, . .	249	14	263	129	114	6	12	2	263
1865-66, . .	223	12	235	108	107	4	9	7	235
1866-67, . .	214	16	230	108	106	6	7	3	230
1867-68, . .	235	12	247	111	118	7	8	3	247
1868-69, . .	216	28	244	97	125	12	7	3	244
1869-70, . .	228	24	252	94	134	8	16		252
1870-71, . .	225	25	250	86	142	12	10		250
1871-72, . .	230	23	253	104	131	10	8		253
1872-73, . .	232	20	252	107	130	8	7		252
1873-74, . .	228	22	250	123	116	9	2		250
1874-75, . .	227	23	250	129	96	8	17		250
1875-76, . .	226	24	250	131	101	7	11		250
1876-77, . .	208	24	232	113	100	6	12	1	232
1877-78, . .	238	19	257	130	105	11	10	1	257
1878-79, . .	254	26	280	146	102	18	11	3	280
1879-80, . .	271	29	300	152	108	22	12	6	300
1880-81, . .	308	19	327	179	114	15	12	7	327
1881-82, . .	374	28	402	221	145	16	11	9	402
1882-83, . .	325	23	348	213	110	12	10	3	348
1883-84, . .	278	20	298	174	106	10	4	4	298
1884-85, . .	254	18	272	155	90	13	11	3	272
1885-86, . .	235	14	249	138	90	10	9	2	249
1886-87, . .	232	6	238	143	68	15	10	2	238
1887-88, . .	234	13	247	146	71	16	9	5	247
1888-89, . .	218	11	229	139	65	13	8	3	229
1889-90, . .	228	10	238	155	57	16	7	3	238
1890-91, . .	234	11	245	159	57	16	9	4	245
1891-92, . .	251	4	255	159	61	19	9	7	255
1892-93, . .	239	4	243	161	53	17	7	5	243
1893-94, . .	240	12	252	158	63	11	11	9	252
1894-95, . .	212	12	224	137	59	11	12	5	224
1895-96, . .	206	6	212	126	59	12	13	2	212
1896-97, . .	202	4	206	116	64	11	10	5	206

Appendix A.

Number of Scholarships in each Faculty, &c.

XII.—TABLE SHOWING THE NUMBER OF SCHOLARSHIPS IN EACH FACULTY, THE NUMBER AWARDED, AND THE NUMBER OF EXHIBITIONS AWARDED.

Faculty.	Total No. of Scholarships.		No. of Scholarships awarded.	No. of Exhibitions awarded.
Arts—				
Junior Scholarships open to Students at Entrance,	10		4	-
Junior Scholarships open to Students of One Year's standing,	10	30	10	-
Junior Scholarships held by Students of Two Years' standing,	10		5	-
Senior Scholarships,	7		2	-
Law—				
Junior Scholarships,	5		5	1
Medicine,	8		7	7
School of Engineering,	5		3	-
Total,	56		36	8

Subjects lectured on.

No. XIII.—TABLE CONTAINING THE NAMES OF THE SEVERAL SUBJECTS LECTURED UPON DURING THE SESSION 1896–97, THE NUMBER OF LECTURES GIVEN ON EACH SUBJECT, AND THE TOTAL NUMBER OF STUDENTS ATTENDING THE CLASSES IN EACH SUBJECT.

	No. of Lectures in each Subject.	Total No. of Students attending the Classes in each subject.
Greek,	276	4
Latin,	178	11
English Language and Literature and History,	242	11
French,	224	18
German,	100	4
Italian,	55	1
Logic,	108	3
Metaphysics,	75	1
Political Economy,	71	1
Mathematics,	290	22
Natural Philosophy,	296	56
Chemistry, Systematic,	75	49
* ,, Practical,	75	40
,, (Special classes),	60	3
Geology and Mineralogy,	47	5
†Zoology and Botany,	102	40
English Law,	72	9
Jurisprudence and Civil Law,	48	8
Anatomy and Physiology,	104	41
,, Practical,	155	102
*Practical Physiology and Histology,	36	22
Medicine,	61	35
Surgery,	62	34
Operative Surgery,	38	24
Midwifery,	64	27
Materia Medica,	66	33
Medical Jurisprudence,	30	23
Engineering,	302	13
Pathology, Systematic,	32	33
,, Practical,	76	33
Practical Pharmacy,	24	27
Ophthalmology and Otology,	24	18
Hygiene,	32	18

* Each lecture lasted about two hours.

† There was a separate class in Practical Zoology and Botany.

Appendix B.

Names of Visitors.

B.—VISITORS, CORPORATE BODY, COUNCIL, AND OFFICERS.

No. XIV.

Visitors.

The Right Honourable the Chief Secretary for Ireland.
The Right Honourable Lord Justice Holmes.
The Right Honourable Mr. Justice O'Brien.
The Moderator of the General Assembly of the Presbyterian Church in Ireland.
The President of the King's and Queen's College of Physicians.
The President of the Royal College of Surgeons.

Corporate Body, College Council, &c.

The Corporate Body.

President—Sir Rowland Blennerhassett, Bart.

Professors.

The Greek Language,	Charles H. Keene, M.A.
The Latin Language,	Bunnell Lewis, M.A., F.S.A.
Mathematics,	A. H. Anglin, M.A., LL.D., F.R.S.E.
Natural Philosophy,	William Bergin, M.A.
History and English Literature,	George F. Savage-Armstrong, M.A., D.LIT., F.R.U.I.
Mental and Social Science,	George J. Stokes, M.A.
Chemistry,	Augustus E. Dixon, M.D., F.C.S.
Natural History,	Marcus M. Hartog, M.A., D.SC.
Modern Languages,	William F. T. Butler, M.A.
English Law,	Ralph Brereton Barry, B.A.
Anatomy and Physiology,	J. J. Charles, M.A., D.SC., M.D., M.CH. MED. F.R.U.I.
Medicine,	* * *
Surgery,	Stephen O'Sullivan, M.D., M.CH., F.R.C.S.I.
Materia Medica,	C. Yelverton Pearson, M.D., M.CH.
Midwifery,	Henry Corby, B.A., M.D.
Engineering,	Alexander Jack, M.A., D.SC.

The College Council.

The President.

Professor Charles	Professor Stokes.	Professor Savage-Armstrong.
,, Corby.	,, Dixon.	,, Jack.

Officers.

Registrar,	Alexander Jack, M.A., D.SC.
Bursar,	Lt.-Col. Wm. R. Jenney (retired).
Librarian,	Professor Butler.

Lecturers.

Medical Jurisprudence,	C. Yelverton Pearson, M.D., M.CH.
Hygiene,	Denis D. Donovan, L.R.C.P. & S. (EDIN.).
Pathology,	Jeremiah Cotter, M.D.
Ophthalmology and Otology,	Arthur W. Sandford, M.D., M.CH.
Architecture,	Arthur Hill, M.R.I.B.A.
Demonstrator of Chemistry,	Robert E. Doran, F.C.S.
Curator of Medical Museums and Instruments,	Jeremiah Cotter, M.D.
Demonstrator of Anatomy,	William J. M'Keown, B.A., M.B.

Appendix B.

Names of Scholars and Exhibitioners.

No. XV.—Scholars and Exhibitioners for the Session 1896–97.

Senior Scholars.

Languages, Literatures and Histories of Ancient Greece and Rome. } Henry B. Dale, Assoc. Q.C.C.

Natural History, . . . Edwin J. Butler.

Faculty of Arts.

Junior Scholars.

Third Year.

In Literature.

Group A.—Michael A. Shinkwin.

Group B.—Edward T. Tuckey.
Jacob J. Jaffé.

In Science.

Robert Fulton.
William S. H. Dorman.

Second Year.

In Literature.

Group A.—Henry W. L. Dickson.
Thomas M'Fetridge.
William H. Porteus.

Group B.—Robert E. Jack.
Helena F. Tuckey.
William Franklin.
Mary Gibson.

In Science.

Robert E. Jack.
William M. Bergin.
William R. T. Tuckey

First Year.

In Literature.

Group A.—David A. Chart.

Group B.—Caleb S. Musgrave.

In Science.

David A. Chart.
John P. J. Harty.

School of Engineering.

Second Year.

Denis C. D. Forde.

First Year.

James C. O'Connell. | James Y. Murray.

Appendix B.

Names of Scholars and Exhibitioners.

FACULTY OF LAW.

Junior Scholars.

Third Year.

Edward Sheehan.

Second Year.

Timothy Hennessy, B.A.
Florence W. M'Carthy.

First Year.

Bartholemew Collins.
James H. Davis.

Exhibitioner:—

Patrick J. Carroll.

FACULTY OF MEDICINE.

Fourth Year.

Robert T. Booth.
Godfrey E. Charles.

Third Year.

David Kernohan.

Second Year.

John O'Leary.
Robert Cogan.

Exhibitioner:—

Henry Ross.

First Year.

IN LITERATURE.

Alexander M'Auliffe.

Exhibitioner:—

John L. Lunham.

IN SCIENCE:—

Daniel S. A. O'Keeffe.

Exhibitioners:—

Daniel Gleeson.
David Ahern.

Exhibitioners in Practical Medicine, Surgery and Midwifery.

PRACTICAL MEDICINE,	Richard S. Ryce.
,, SURGERY,	John P. Murphy.
,, MIDWIFERY,	William Hartnett.

AppendixB.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations 1897.

No. XVI.—STUDENTS WHO WERE AWARDED PRIZES AND CERTIFICATES AT THE SESSIONAL EXAMINATIONS, 1897.

FACULTY OF ARTS.

GREEK, 1st year,	1. Chart, D. A.,	Prize.
,, 2nd year,	1. Dickson, H. W. L.,	,,
	2. Porteus, W. H.,	,,
LATIN, 1st year,	1. Chart, D. A.,	,,
,, 2nd year	1. Dickson, H. W. L.,	,,
	2. Porteus, W. H.,	,,
ENGLISH, 1st year,	1. Chart, D. A.,	,,
,, 2nd year,	1. Jack, R. E.,	,,
	2. Porter, Madeline,	,,
	3. Dickson, H. W. L.,	,,
FRENCH, 1st year,	1. Chart, D. A.,	,,
	2. Musgrave, C. S.,	,,
,, 2nd year,	1. Jack, R. E.,	,,
	2. Tuckey, Helena F.,	,,
GERMAN, 1st year,	1. Musgrave, C. S.,	,,
,, 2nd year,	1. Jack, R. E.,	,,
ITALIAN, 2nd year,	1. Tuckey, Helena F.,	,,
MATHEMATICS, 1st year,	1. Chart, D. A.,	,,
,, 2nd year,	1. Jack, R. E., Tuckey, W. R. T., Eq.	,, ,,
EXPERIMENTAL PHYSICS (senr.),	1. Bergin, W. M.,	,,
	2. Tuckey, W. R. T.,	,,
MATHEMATICAL PHYSICS (junr.),	1. Tuckey, W. R. T.,	,,
METAPHYSICS,	1. Faris, Geo.,	,,
CHEMISTRY,	1, 2. (*See* Faculty of Medicine).	
	3. Porter, Madeline,	,,
PRACTICAL CHEMISTRY,	1. Tuckey, E. T.,	,,
GEOLOGY, &c.,	1. Tuckey, W. R. T.,	,,
ZOOLOGY (advanced),	1. Tuckey, E. T.,	,,

SCHOOL OF ENGINEERING,

CHEMISTRY,	1, 2, 3, 4. (*See* Faculties of Arts and Medicine)	
	5. O'Connor, Richard F.,	Prize.
PRACTICAL CHEMISTRY.	1. Tuckey, W. R. T.,	,,
MATHEMATICAL PHYSICS (junior),	1. (*See* Faculty of Arts).	
	2. Forde, D. C. D.,	,,
GEOMETRICAL DRAWING,	1. O Connor, R. F.,	,,
SURVEYING, &c.,	1. Bergin, W. M.,	,,
	2. Tuckey, W. R. T.,	,,
CIVIL ENGINEERING,	1. Dorman, W. S. H.,	,,

FACULTY OF LAW.

JURISPRUDENCE,	1. Collins, B.,	Prize.
	2. Carroll, P. J., Davis, J. H., Eq.	,, ,,
CIVIL LAW,	1. Hennessy, T.,	,,
ENGLISH LAW (First Year),	1. Collins, B.,	,,
	2. Carroll, P. J., Davis, J. H., Eq.	,, ,,
,, (Second Year),	1. Hennessy, T.,	,,
,, (Third Year),	1. Sheehan, E.,	

FACULTY OF MEDICINE.

Appendix B.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1897.

EXPERIMENTAL PHYSICS,	1. Macauley, M. J.,	Prize.
	2. Gleeson, D.,	,,
	3. Ahern, D., O'Keeffe, D. S. A., } Eq.	,, ,,
CHEMISTRY,	1. Williams, J. A ,	,,
	2. Macauley, M. J.,	,,
	3. (*See* Faculty of Arts),	,,
	4. Lunham, J. L.,	,,
PRACTICAL CHEMISTRY, (Winter).	1. O'Leary, John,	,,
	2. Cogan, R.,	,,
PRACTICAL ANATOMY— (Third Year),	1. Kernohan, D.,	,,
,, (First Year),	1. O'Leary, John,	,,
	2. Cogan, R.,	,,
ANATOMY AND PHYSIOLOGY— (Senior Division),	1. Kernohan, D.,	,,
,, (Junior Division),	1. O'Leary, John,	,,
	2. Cogan, R.,	,,
PRACTICAL PHYSIOLOGY AND HISTOLOGY,	1. Kernohan, D.,	,,
MATERIA MEDICA,	1. ( ),	,,
	2. Kernohan, D.,	,,
	Jordan, W.,	Certificate of Honour.

PRIZE IN PATHOLOGY,	Booth, R. T.
,, PRACTICAL PATHOLOGY (Winter),	Charles, G. E.
,, OPHTHALMOLOGY AND OTOLOGY,	1. Charles, G. E. 2. Booth, R. T.

The Class Prize in Midwifery and the Prizes in the Classes held during the Summer Session have not been awarded yet.

PRIZE IN ANCIENT HISTORY,	Dorman, W. S. H.

XVII.—STUDENTS WHO OBTAINED HONOURS AT THE EXAMINATIONS OF THE ROYAL UNIVERSITY OF IRELAND IN 1895.

FACULTY OF ARTS.

M.A. Degree Examination.

MATHEMATICAL SCIENCE,	Kelleher, Stephen B.,	1st Class Honour and Special Prize of £50 for highly distinguished answering.

B.A. Degree Examination.

Exhibitioner.

	Ryan, Andrew,	2nd Class Exhibition.
ANCIENT CLASSICS,	Ryan, Andrew,	1st Class Honours.

Appendix B.

Names of the Students who obtained Honours at the Royal University of Ireland in 1895.

FACULTY OF ARTS—*continued.*

First University Examination.

FRENCH,	Tuckey, Helena F.,	2nd Class Honour
NATURAL PHILOSOPHY,	Jack, Robert E.,	,, ,,

FACULTY OF MEDICINE.

Medical Degrees Examination, M.B., B.Ch., B.A.O.—Spring.

Cummins, Stevenson L ,	Upper Pass Division.

Medical Degrees Examination, M.B., B.Ch., B.A.O.—Autumn.

Finucane, Thomas,	Upper Pass Division.

Third Examination in Medicine.—Spring.

Butler, Edwin John,	Upper Pass Division.
Charles, Godfrey E.,	,, ,,

Third Examination in Medicine.—Autumn.

Booth, Robert T.,	Upper Pass Division.
*M'Cay, David,	,, ,,

Second Examination in Medicine.—Autumn

Lapsley, William,	Upper Pass Division.

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* Also entered from Queen's College, Belfast.

C.—RECEIPTS, EXPENDITURE, SALARIES, FEES.

Appendix C.

Abstract of the Receipts and Expenditure.

No. XVIII.—Abstract of the Receipts and Expenditure of Queen's College, Cork, from 1st April, 1896, to 31st March, 1897.

DR. RECEIPTS.	£	s.	d.
To Balance on 1st April, 1896,	1,955	13	6
„ Grant from Consolidated Fund,	6,843	11	4
„ Grant in aid of maintenance,	1,600	0	0
„ College Fees and Fines,	102	2	9
„ Professors' Class Fees,	1,596	0	0
„ Miscellaneous Receipts,	3	7	6
„ Library Deposits,	67	0	0
„ Dividend on £1,272 2*s.* 3*d.*. the Blayney Fund,	33	16	4
Total Receipts,	£12,201	11	5

CR. EXPENDITURE.	£	s.	d.	£	s.	d.
By Salaries of President, Professors, and Officers,				£4,686	1	2
„ Scholarships, Prizes, and Exhibitions,				1,324	2	11
„ Minor Officers, College Attendants, Gardeners, &c.,				574	13	0
„ Maintenance, out of Grant in aid, College Fees and Fines and Miscellaneous Receipts (details given below),				1,701	13	6
„ Class Fees,				1,552	0	0
„ Library Deposits repaid to Students,				67	0	0
„ From lapsed Balances in aid of Scientific Apparatus, Library, Museums, &c.:—						
Anatomical and Physiological Department,	£24	15	6			
Natural Philosophy Department,	108	2	6			
Pathological Department,	4	15	9			
Library Catalogue,	3	2	0			
				140	15	9
„ Purchase of Stock with Dividend of Blayney Fund,				33	16	4
„ Miscellaneous,				3	6	6
Total Expenditure,				£10,073	9	2

BALANCES.	£	s.	d.	£	s.	d.
„ Consolidated Fund Grant,	£1,485	16	9			
„ Special Fund,	1	10	10			
„ Library Deposits,	53	0	0			
„ Blayney Fund,	—					
„ Fees and Fines,	165	17	6			
„ Class Fees,	48	3	4			
„ Sums Allotted by Irish Government,	224	0	5			
„ Crawford Observatory Fund,	149	11	5			
				2,128	2	3
Total Balances and Expenditure,				£12,301	11	5

Appendix C.

Abstract of the Receipts and Expenditure.

ACCOUNT OF EXPENDITURE OF GRANT IN AID OF MAINTENANCE AND OF COLLEGE FEES AND FINES AND MISCELLANEOUS RECEIPTS.

	£ s. d.	£ s. d.
To Library,		£372 3 2
„ Laboratories—		
Chemical,	£151 8 7	
Physical,	144 4 9	
Medical,	26 12 9	
Natural History	11 6 7	
Engineering,	0 8 11	
		334 1 7
„ Museums—		
Anatomical,	16 17 0	
Natural History,	—	
Salary of Curator,	30 0 0	
		46 17 0
„ Printing, Stationery, and Advertising,		227 13 3
„ Heating and Lighting,		383 5 0
„ Botanic Garden and Grounds,		136 14 9
„ Miscellaneous—		
Attendants' Clothing,	57 3 4	
Water Supply,	12 12 0	
Incidental Expenditure,	76 15 2	
Postage,	7 12 11	
Travelling,	13 9 8	
Insurance,	15 0 0	
Miscellaneous,	18 5 8	
		200 16 9
Total,		£1,791 13 6

Queen's College, Cork,
31st March, 1897.

W. R. JENNEY, Lieut.-Col.,
Bursar.

Salaries and Emoluments of Professorships.

No. XIX.—SALARIES AND EMOLUMENTS OF PROFESSORS AND OFFICERS, for year 1896–97.

—	Appointed.	Salary.	Class Fees.	Total.
		£	£ s.	£ s.
Greek Language,	1895	322	4 0	326 0
Latin „	1849	822	8 0	330 0 (*a*)
Mathematics,	1887	322	28 0	350 0
Natural Philosophy,	1895	322	122 0	444 0
History and English Literature,	1672	322	12 0	334 0
Mental and Social Science,	1883	322	18 10	340 10
Chemistry,	1891	292	156 10	448 10
Natural History,	1882	292	191 10	483 10
Modern Languages,	1895	212	32 0	244 0 (*d*)
Anatomy and Physiology,	1875	212	436 0	648 0 (*b*)
Medicine,	1889	130	69 0	199 0
Surgery,	1881	180	119 0	249 0
Materia Medica,	1884	130	122 0	252 0 (*c*)
Midwifery,	1884	130	52 0	182 0
Engineering,	1855	290	37 10	827 10 (*d*)
English Law,	1884	150	12 0	162 0
OFFICERS:—				
Registrar,	1876	75	—	75 0
Bursar,	1886	75	—	75 0
Librarian,	1895	75	—	75 0

(*a*.) The Professor of Latin not having accepted the new Charter of 1863, receives only £250 per annum from the endowment, and has not acted as a University Examiner.
(*b*.) Out of which the Professor has to provide the salary of his Demonstrator.
(*c*.) Includes Class Fees as Lecturer on Medical Jurisprudence.
(*d*.) The Professor of Modern Languages as Librarian, and of Engineering as Registrar, each receive £75 per annum.

Queen's College, Cork,
31st March, 1897.

W. R. JENNEY, Lieut.-Col.,
Bursar.

DONATIONS TO LIBRARY.

Aberdeen University Calendar, 1896–97.

By the University.

Accademia Dei Lincei, Rome.
Rendiconti. (Received regularly.)

By the Academy.

Anglo-Russian Literary Society:
Proceedings, February-April, 1897.

By the Society.

Annuario della R. Università di Padova, 1896–97.

By the University.

Army Medical Department, Report, 1895.

By the Department.

Arnold, Mathew: Poems (Macaulay). 8vo.

By Macmillan.

Athens, Publications of the University of. 5 Vols. 8vo.

By the University.

Bristol University College: Calendar, 1896–97.

By the College.

British Medical Journal:
1883. August 4th, 18th, 25th.
" September 1st, 8th, 15th, 29th.
1884. April 26th, May 10th.
1889. June 29th.

By University College, Bristol.

British Museum:
Catalogue of Greek Coins, Caria, Rhodes, &c.
Catalogue of Cuneiform Tablets.
Catalogue of White Athenian Vases.

By the Trustees.

Bunyan: Pilgrim's Progress (Morrison). 8vo.

By Macmillan

Calpurnius Siculus: Eclogues. 8vo.

By Professor Keene, Queen's College, Cork.

Cambridge Philosophical Society:
Proceedings. Vol. IX. Part 3.
Transactions. Vol. XVI. Part 1.

By the Society.

Appendix D. Donations to Library.

Canada:

Report of the Geological Survey, 1894. With Maps.
By the Director.

Proceedings and Transactions of the Royal Society of. (New Series.) Vol. I. 1895.
By the Society.

Canadian Gazette. (Received regularly.)
By the Publisher.

Catalogue of the Books added to the Library in King's College, Aberdeen, 1896.
By the University.

China:

Returns of Trade, 1895.
Medical Reports, 51st Issue.
Customs Gazette, Nos. 109, 110, 111, 112.
By the Inspector-General of Customs.

Cicero: The Fourth Verrine (Hall). 12mo.
By Macmillan.

College of Preceptors: Calendar for 1897.
By the College.

Cudmore, P.: Cleveland's Maladministration. Pamphlet.
By the Author.

Deighton, K.: Coverley Papers, from "The Spectator." 8vo.
By Macmillan.

Demosthenes, First Philippic and Olynthiacs. (Sandys.) 12mo.
By Macmillan.

Department of Science and Art:

43rd Report with Supplement.
Examination Papers for Schools, &c., 1896.
Art Examination Papers, 1896.
Prospectus of the Royal College of Science, London.
Prospectus of Sir Joseph Whitworth's Scholarships, 31st edition, 1896.
Catalogue of a Collection of Continental Porcelain by Sir A. W. Franks. 8vo. London, 1896.
Catalogue of English Furniture and Figured Silks, by J. H. Pollen. 8vo. London, 1896.
Catalogue of Tapestry, Woven and Embroidered, Egyptian Textiles (Cole).
Syllabus of Course of Instruction in Drawing.

Department of Science and Art—*continued.*
Calendar for 1896.
Supplemental Catalogue of Embroideries, &c. (Cole).
Directory to August, 1897.
Astronomical Physics.
Report on the Recent Progress of Technical Education in Germany.
By the Department of Science and Art.

Dixon, A. E., M.D., Professor of Chemistry, Queen's College, Cork:
Chemistry of Dibromopropylthiocarbimide, &c.
Acidylthiocarbimides.
Acidic Thiocarbimides, &c.
Thiocarbimides derived from Complex Fatty Acids.
Substitution—Derivatives of Urea, &c.
Halogen Additive Products of Substituted Thiosinnamines.
By the Author.

Dixon, A. E., M.D., and Doran, R. E., F.C.S.: Derivatives of Succinyl and Phthalyl Dithiocarbimides.
By the Authors.

Edinburgh University Calendar, 1896–97.
By the University.

Euripides, Ion: By H. B. L. 8vo. 1889.
Euripides, Hippolutos; By H. B. L. 8vo. 1893.
By Williams and Norgate.

Euripides, Electra. 8vo. 1893.
By Professor Keene,
Queen's College Cork.

Euripides, Troades (Tyrrell). 12mo.
By Macmillan.

Fasnacht, G. E.: French Grammar. 8vo.
By Macmillan.

Fasnacht, G. E.: French Lessons for Middle Forms.
By Macmillan.

Fitzgerald, P. F.: Rational Ideal of Morality. 8vo.
By the Author.

Frazer, Mrs. J. G.: French Plays. 12mo.
By Macmillan.

Frazer, Mrs. J. G.: Scenes of Familiar Life. 8vo.
By Macmillan.

French: County Records of the Surnames Francus, &c., in England. 8vo.
By the Author.

Appendix D. Donations to Library.

Glasgow University Calendar, 1896–97.
By the College.

Goldsmith; Vicar of Wakefield (Macmillan). 8vo.
By Macmillan.

Guinness, H. G.: Creation Centered in Christ. 2 vols.; 8vo.
By the Author.

Hamilton Association: Journal and Proceedings. 8vo.
By the Association.

Heawood, E.: Geography of Africa. 8vo.
By Macmillan.

Horace: Opera (Page and Others). 8vo.
By Macmillan.

India:
Geological Survey, Memoirs. Vols. XXV., XXVI.
Vol. XXVII. Part 2.
Palæontologica Indica. Series XIII. Vol. II.
Series XV. Vol. II. Part 2.
Series XVI. Vol. I. Part 1.
Records. Vol. XXIX. Parts I–IV.
Vol. XXX. Part I.
By the Director.

Annals of the Royal Botanic Garden, Calcutta. Vol. V. Part 2.
Vol. VII.
By the Superintendent.

Indici e Cataloghi: XI. Vol. II. Fascs. 2–3.
XII. Vol. I. Fascs. 5–6.
XIII. Codici Corali, &c., della Biblioteca di Milano, XXV. Facsimili. Folio.
XV. Fasc.
By the Italian Government.

Institute of British Architects.
See *Royal Institute.*

Institution of Civil Engineers:
Minutes of Proceedings. Vols. CXXIV., CXXV., CXXVI., CXXVII.
Subject Index to Vols. 99–126.
Charter, List of Members, &c., 1896.
By the Institution.

James, Edmund: First Apportionment of Federal Representatives in the United States. Pamphlet.
By the Author.

Jones, F.: Practical Chemistry. Junior Course. 8vo.
By Macmillan.

Keidel: Romance Studies. No. II. Fasc. 1. 8vo.
By the Author.

Appendix D.

Donations to Library.

Lessing: Minna Von Barnhelm (Merk). 12mo.

By Macmillan.

Lewis, T. C.: A Protest against the Modern Developments of Musical Tone. Pamphlet.

By the Author.

Local Government Board: Report, 24th, with Supplement, 1894–95.

By the Local Government Board.

M'Gill: University Calendar, Faculty of Medicine, 1896–97.

By the University.

Malory: Selections from "La Morte D'Arthur" (Martin). 8vo.

By Macmillan.

Mason College, Birmingham: Calendar, 1896–97.

By the College.

Medical News. (Received regularly.)

By the Publisher.

Medical Pioneer: Journal of the British Medical Temperance Association. (Received regularly.)

By the Publisher.

Melbourne University Calendar, 1897.

By the University.

Minerva, Jahrbuch der Gelehrten Welt (Kekula and Trübner).

By the Publisher.

Müller, Max: Sacred Books of the East. Vols. XXXVIII., XLII., XLV., XLVI.

By the Secretary of State for India.

Navy: Statistical Report of the Health of the. 1895.

By the Admiralty.

North Wales University College: Calendar, 1896–97.

By the College.

Nottingham University College: Calendar, 1896–97.

By the College.

Oger, V.: French Poetry. 8vo.

By Macmillan.

Owens' College Calendar, 1896–97.

By the College.

Palgrave: Golden Treasury of Songs and Lyrics. Book II. (Bell).

By Macmillan.

Perkin and Lean: Chemistry. 12mo.

By Macmillan.

Appendix D. **Donations to Library.**

Plan and Roget: French Idioms. 8vo.
By Macmillan.

Pope: Essay on Criticism (Collins). 8vo.
By Macmillan.

Quarterly Returns of Births, Deaths, and Marriages.
By the Registrar-General.

Queen's College, Belfast: Calendar, 1896–97.
By the College.

Queensland: Vital Statistics, 1895.
By the Registrar-General.

Reports 29 to 34 of the Inspector of Reformatory and Industrial Schools, Ireland, 1891–96. By Sir R. Blennerhassett, Bart. 8vo.
President, Queen's College, Cork.

Reynolds: Hygiene for Beginners. 8vo.
By Macmillan

Royal Astronomical Society:
Monthly Notices.
By the Society.

Royal Academy of Medicine, Ireland:
Vol. XIV. 8vo. 1896.
By the Academy.

Royal Irish Academy:
Transactions. Vol. XXX. Nos. 18, 19, 20.
Todd Lecture Series. Vol. VI.
Proceedings (3rd Series). Vol. III. No. 5. Vol. IV. No. 1.
List of Members, 1896.
By the Academy.

Royal Institute of British Architects:
Journal of the. Vol. III. Nos. 16–20.
Vol. IV. Nos. 1–10.
Kalendar, 1896–97.
By the Institute.

Royal Society of Canada:
See *Canada.*

Royal Society of London:
Monograph of the Horny Sponges (Lendenfield). 4to.
Eruption of Krakatoa (Symons). 4to.
International Polar Expeditions.
Fort Rae, 1882–83. 4to.
Proceedings. Nos. 358–363.
By the Society.

Appendix D Donations to Library.

Royal College of Surgeons, England :
Calendar, 1896–97.
By the College.

Royal University, Ireland :
Calendar, 1897.
By the University.

Supplement to Calendar. Examination Papers for 1896 (2 copies).

School of Practical Science, Toronto :
Papers read before the Engineering Society of the. No. 10. 1896–97.
By the Society.

Siepmann, O. : German Primer. 8vo.
By Macmillan.

Simmons : Physiography for Beginners. 8vo.
By Macmillan.

Singh, Maharaja : Raskusumakar ; or, Book of Rhetoric. 8vo.
By the Author.

Steele, L. E. : Selections from the Tatler. 8vo.
By Macmillan.

Suetonius : Stories of the Cæsars (Wilkinson). 12mo.
By Macmillan.

Thucydides : Books II.–III. (Sutthery & Graves). 12mo.
By Macmillan.

Book VI. (Marchant). 12mo.
By Macmillan.

Travel : The Monthly Journal of. 8vo. (Received regularly.)
By the Publisher.

United States, America :
Coast and Geodetic Survey.
Report, 1894. Part II.
Report, 1895. Parts I., II.
Bulletin, No. 35.
By the Superintendent.

Geological Survey.
Report, 15th, 1893–94.
Report, 16th. Parts I., II., III., IV., 1894–95.
Report, 17th. Parts I., II., 1895–96.
By the Director.

Iowa Geological Survey.
Report, 1895. (Vol. V.)
By the State Geologist.

Appendix D.
Donations to Library.

Department of Agriculture.
North American Fauna, No. 12.
By the Department.

Bureau of Ethnology.
Report, 13th.
By the Smithsonian Institution.

Bureau of Education.
Report (2 Vols.), 1894–95.
By the Education Department.

Volta Bureau.
International Reports on Schools for the Deaf. Pamphlet.
By the Volta Bureau.

Memoirs of the National Academy of Sciences, Washington. Vol. VII., 1895.
By the Academy.

Smithsonian Institution.

Contributions to Knowledge:
(1) Vols. XXX., XXXI., XXXII.
(2) Argon, a New Constituent of the Atmosphere.
(3) Atmospheric Actionmetry, &c.

Miscellaneous Collections:
(1) Methods for the Determination of Organic Matter in Air
(2) Index to Foraminifera. Part II. (N–Z).
(3) Mountain Observatories, &c.
(4) Physical Tables.
(5) Virginia Cartography.
(6) Air and Life.
(7) The Atmosphere in Relation to Life.
(8) The Air of Towns.
(9) The Constants of Nature. Part V.
(10) Equipment of an Aero-Physical Observatory.
By the Smithsonian Institution.

Virgil: Georgic IV. (Page). 12mo.
By Macmillan.

Voysey, Rev. C.: Testimony of the Four Gospels. 8vo.
By the Author.

Weedon, Thornhill: Queensland Past and Present. An Epitome of Its Resources and Development. 8vo. 1896.
By the Author.

Weekly Returns of Births, Deaths and Marriages.
By the Registrar-General.

No. XXI.—Donations to Museums.

Donations to Museums &c

Wm. Bleazby, Esq., M.B., Kinsale:
A Monk Fish.

Rev. H. Allsom, Co. Cork:
A Collection of Fossils and Silver Minerals from New South Wales.

The Director, Royal Botanic Gardens, Calcutta:
A Collection of Dried Plants.

Dr. H. Sinclair, Sidney, New South Wales:
Two rare Australian Fuschias.

Dr. Hennessy, Dublin:
Two Assegais from South Africa.

Surgeon-Captain M'Carthy, Gold Coast Rifles:
A Specimen of Guinea Worm.

D. Moore, Esq., Curator, Royal Botanic Gardens, Glasnevin:
A Collection of Seeds and some Aquatic Plants.

F. W. Burbidge, Esq., F.L.S., Curator, Botanic Garden, Trinity College, Dublin:
A Collection of Plants.

Surgeon-Major M'Causland, M.D.
Fruit of the Double Coco-nut or Coco-de-mer.

The following gentlemen have presented specimens to the Anatomical and Pathological Museum during the Session 1896–97:

Dr. MacKeown	presented - - - -	47	Specimens.
Dr. Cotter	,, - - - -	8	,,
Dr. S. O'Sullivan	,, - - - -	6	,,
Dr. T. J. Murphy	,, - - - -	5	,,
Dr. A. Cummins,	,, - - - -	4	,,
Dr. Dalton	,, - - - -	4	,,
Dr. Pearson	,, - - - -	3	,,
Dr. Corby	,, - - - -	2	,,
Dr. Charles	,, - - - -	1	,,
Dr. E. R. Townsend	,, - - - -	1	,,
Dr. P. O'Brien	,, - - - -	1	,,
Dr. M'Carthy,	,, - - - -	1	,,
Dr. Magner	,, - - - -	1	,,
Dr. P. J. Scannell	,, - - - -	1	,,
Dr. Atkins	,, - - - -	1	,,
Mr. Shinkwin	,, - - - -	1	,,
Mr. Dorgan	,, - - - -	1	,,
		88	Specimens.

J. Cotter, M.D.,
Curator Anatomical and Pathological Museum.

June 23rd, 1897.